

Traveller and English as an Additional Language Service

INITIAL LANGUAGE ASSESSMENT Early Years – KS1

This document is based on the QCA Language in Common Guidance. It aims to support schools with the identification of the initial language needs of pupils new to English.

Starting in a new school can be daunting for pupils of any age or background, but the experience can be even more of a challenge for pupils with little or no English moving to the UK for the first time. Schools can ease this process by ensuring that:

- **as much information about the pupils and his/her educational experiences, religious/cultural background, health needs, aspirations etc. is obtained at the admissions meeting with parents/carers. This might require the support of an interpreter.**
- **parents/carers understand the expectations of the school and also understand how they can support their child's learning.**
- **all staff (teaching/non-teaching) are made aware that a new pupil will be joining the school.**
- **the child has a place within the school where they can go if they feel alienated i.e. a safe haven and ensure that there is a designated adult responsible for their care.**
- **the environment is welcoming: displays in the child's language, positive images of people, places and things from a range of countries and cultures.**
- **all staff understand that it is important to recognise and reward what the child can do rather than focus on what they can't do.**
- **all staff are aware that a child with EAL is not a blank sheet and will have skills, knowledge and talents which might not be apparent simply due to their lack of knowledge of English.**

It is recommended that pupils are given some time to settle in to the new environment prior to any assessments being carried out.

The person carrying out the assessment may wish to observe the child over several sessions and carry out adult-child based activities (e.g. sequencing a story, LDA cards etc.) before ticking the appropriate statements on the form. Schools might prefer to highlight the statements using a highlighter pen if working on hard copy documents or to highlight the statements using the highlighter facility in "Word".

Initial Language Assessment for Children with English as an Additional Language Early Years – KS1

Language Levels	Pupil name : School: Nationality: Date of Admission:	Date of Birth: First Language: Ethnicity:	Strong evidence of ✓	Some Supportive Strategies <i>(these are not unique to the level they appear next to – many can and should be used as good practice at all levels of linguistic competency)</i>
Step 0 New to English	Silent receptive stage, knows almost no English, needs support of gestures/mother tongue/pictures/etc. in order to follow instructions/ stories/etc.			<ul style="list-style-type: none"> • use gesture • talk through actions / events as they happen • teach names of adults and peers • use peers to model routines / language • plan quality time with the child • model social language conventions • play games with repetitive language (including oral, board, card, track games) • use paired / small group activities with supportive peers • highlight key vocabulary • action rhymes / songs / poems / stories • collaborative tasks
<i>By the end of this level pupils will have achieved:</i> Step 1 Beginner bilingual <i>A little access to the curriculum through English</i>	1.1. <u>Stories</u> - Echoes phrases from a story, etc. with little understanding 1.2. <u>Communication</u> – Uses non-verbal gestures to respond to greetings and questions about themselves 1.3. <u>Vocab.</u> - Can name common objects – book/pen/door/etc. Uses vocabulary focused on objects and people who are of particular importance to him/her. 1.4. <u>Listening</u> : responds to simple instructions (e.g. <i>Hang your coat up</i>) 1.5. <u>Communication</u> – Uses isolated words and phrases and/or gestures to communicate with those well known to him/her. 1.6. <u>Structures (single words)</u> : Responds to simple questions (Do you want a drink?) with yes/no responses and uses familiar words, often in isolation to identify what they do and do not want			<ul style="list-style-type: none"> • simple stories with repetitive language • practical / doing activities • visual props to provide language contexts • shared reading (books with pictures) • model following print with finger/pointer • synchronise spoken with written word • individual alphabet strip upper & lower case • rich, clearly contextualised print environment (cross curricular) • picture dictionaries • talk about text
<i>By the end of this level pupils will have achieved:</i> Step 2 Early bilingual <i>Some access to curric. through English but English language learning needs are obvious</i>	2.1. <u>Vocab.</u> – can name common objects/actions in nursery, home, street, etc. but many obvious gaps 2.2. <u>Listening</u> – can follow instructions for nursery routines but needs support for more complicated instructions 2.3. <u>Communication</u> - Uses actions, sometimes with limited talk, that is largely concerned with the 'here and now' 2.4. <u>Structures (phrases)</u> : uses 3 or 4 word "telegraphic" sentences using verb stem only (me want book) to express needs 2.5. <u>Listening</u> - Listens to others in one-to-one/small groups when conversation interests him/her 2.6. <u>Stories</u> - Listens to favourite nursery rhymes, stories and songs & joins in with repeated refrains, anticipating key events and important phrases			<ul style="list-style-type: none"> • mark the starting point for the writing (red dot) • pattern making - L - R practice • magnetic letters, name cards / fans • shared group writing with opportunities to 'have a go' • alphabet card games and puzzles • all displayed work named • talk about writing / talk for writing
<i>By the end of this level pupils will have achieved:</i> Step 3 Developing bilingual <i>Access to curric. through English but language learning needs clear when assessed</i>	3.1. <u>Vocab.</u> - names objects/activities not in the immediate environment but obvious limitations in ability to describe them 3.2. <u>Listening</u> - can follow general instructions/ teacher input/stories but misunderstandings can be obvious 3.3. <u>Communication</u> – uses intonation, rhythm, simple statements and questions (often linked to gestures) to make meaning clear to others 3.4. <u>Structures (simple sentences)</u> : speech includes subject-verb-object sentences and is beginning to ask questions and to experiment with language describing possession 3.5. <u>Stories</u> : listens to stories with increasing attention and recall			

Language Levels continued		Strong evidence of ✓	Some Supportive Strategies <i>(these are not unique to the level they appear next to – many can and should be used as good practice at all levels of linguistic competency)</i>
<p><i>By the end of this level pupils will have achieved:</i></p> <p>Step 4 Competent bilingual <i>Access to curricular through English - language learning needs only seen occasionally</i></p>	<p>4.1. <u>Listening</u> – can follow general instructions/stories but misunderstandings still occur</p> <p>4.2. <u>Stories</u>: answers straightforward questions re main story settings, events and principal characters and can re-tell a very simple story with prompts but more confusions/gaps than expected</p> <p>4.3. <u>Vocab.</u> - has built up vocabulary that reflects the breadth of own experiences and uses a widening range of words to express or elaborate ideas</p> <p>4.4. <u>Structures (coordinated sentences)</u>: can use simple connectives (and, but, when, etc.), questions why things happen and gives explanations</p> <p>4.5. <u>Communication</u> – uses talk, actions and objects to recall and relive past experiences, to connect ideas, explain what is happening and anticipate what might happen next</p>		<ul style="list-style-type: none"> • give clear instructions with consistent use of key words and phrases • provide time for free talk • respond and reply in words that extend and model • encourage child to respond in words • ask: closed questions; either/or questions; 1 word answer questions • give thinking time for child to mentally rehearse words • focus on child's meaning rather than the words used
<p><i>By the end of this level pupils will have achieved:</i></p> <p>Step 5a Fluent bilingual/native speaker of English but still working towards early learning goals</p>	<p>5.1. <u>Vocab.</u> – extends vocabulary, especially by grouping and naming (e.g. knows collective nouns such as vegetables, furniture, clothes,)</p> <p>5.2. <u>Vocab</u> – uses vocabulary and forms of speech that are increasingly influenced by experience of books/TV/stories, etc.</p> <p>5.3. <u>Communication</u> – initiates conversation with familiar people, negotiates positions, pays attention to and takes account of other's views and uses talk to resolve disagreements</p> <p>5.4. <u>Communication</u> confidently talks to people other than those who are well known</p> <p>5.5. <u>Stories</u> – can develop a simple story, explanation or line of questioning; begins to use talk instead of action to rehearse, reorder and reflect on past experiences, linking significant events from own experiences and from stories, paying attention to sequence and how events lead into one another</p>		<ul style="list-style-type: none"> • provide the words the child needs • expand and extend what child says • send on simple errands / messages with partner • read back any writing, pupil and teacher • bilingual dictionaries • ensure word level work appropriate • label pictures • provide sentence starters using visual cues • match sentence beginnings to endings • teacher modelling/rephrasing sentences and

<p><i>By the end of this level pupils will have achieved:</i></p> <p>Step 5b</p> <p>Fluent bilingual</p> <p>Achieving early learning goals</p>	<p>6.1. <u>Communication</u> - enjoys listening to and using spoken and written language, and readily turns to it in play and learning</p> <p>6.2. <u>Listening</u> - sustains attentive listening, responding to what they have heard by relevant comments, questions or actions</p> <p>6.3. <u>Listening</u> - listens with enjoyment and responds to stories, songs and music, rhymes and poems and makes up own stories, songs, rhymes and poems.</p> <p>6.4. <u>Vocab.</u> – extends own vocabulary, exploring the meanings and sounds of new words</p> <p>6.5. <u>Communication</u> - speaks clearly and audibly with confidence and control and shows awareness of the listener, for example by they use of conventions such as greetings, 'please' and 'thank you'</p> <p>6.6. uses language to imagine and recreate roles and experiences</p> <p>6.7. uses talk to organise, sequence and clarify thinking, ideas feelings and events</p>	<ul style="list-style-type: none"> • questions • Clicker 4 (ICT) • provide visual stimuli to write from • sharing context for writing • provide opportunity to rehearse before writing • paired work • punctuation fans / visual interactive games • writing frames • customise known text • completion of grids / tables
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